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growth; also the result of the work that has been done during the winter quarter.

References: The references given in the February and March numbers are referred to for the first part of the outline. In addition the following list is given:

Briggs, *Heating and Ventilation; Sanitary Arrangements, etc.* (see his *Modern American School Buildings*, pp. 155-218) 1899; Burgerstein and Netolitzky, *Handbuch der Schul-Hygiene*, 1895; Burnham, *School Hygiene* (see *Pedagogical Seminary*, 1892, v. 2, p. 67; Bibliography, pp. 68-71); Cohn, *Hygiene of the Eye in Schools*, 1886; Farquharson, *School Hygiene and Diseases Incidental to School Life*, 1895; Fitz, *Bed-Posture as an Etiological Factor in Spinal Curvature*, 1898, and *Hygiene of*

Instruction in Elementary Schools (Report for Amer. Physical Education, rev. v. 3, No. 4) 1898; Gardner, *Town and Country School Buildings*, 1888; Massachusetts Board of Health, *Home Hygiene* (see Tenth Annual Report, 1879, pp. 87-109, Nineteenth Annual Report, 1887, Thirtieth Annual Report, 1898); Newsholme, *School Hygiene*, 1894; *Communicable Diseases in Schools*, pp. 116-130, *General Principles of Ventilation*, pp. 21-45, *School Furniture*, pp. 12-16, *Site of School and Construction of School Buildings*, pp. 3-11; Parkes, *Practical Hygiene*, 1883, v. 1; Scudder, *Special Report on Seating of Pupils in the Public Schools* (School Doc. No. 9), 1892; Uffelman, *Domestic Hygiene of the Child*, pp. 128-152; Woodbridge, *School-house Warming and Ventilation* (see Connecticut Education, Board of, Report, 1898, pp. 337-364).

Organization of a Library

Irene Warren

Frances Simpson

Classification

The two systems of classification which have been most carefully worked out are the Cutter Expansive System and the Dewey Decimal Classification. Any plan of classification must of necessity be arbitrary. The Decimal Classification is outlined below because it is the one used in the Chicago Institute library. Some changes have been made to meet the requirements of this library. There are certain points in the printed scheme which are open to criticism. This is somewhat due to the rapid development of certain subjects. The strong pleas made for it, however, are that it is relative and expansive.

All knowledge, according to this classification, is divided into ten general subjects, as follows:

- 000. General Works.
- 100. Philosophy.
- 200. Religion.
- 300. Sociology.
- 400. Philology.
- 500. Natural Science.

- 600. Useful Arts.
- 700. Fine Arts.
- 800. Literature.
- 900. History.

Each of these is again divided into ten subdivisions. For example, the following is the second subdivision of the Natural Science:

- 500. Natural Science.
- 510. Mathematics.
- 520. Astronomy.
- 530. Physics.
- 540. Chemistry.
- 550. Geology.
- 560. Paleontology.
- 570. Biology.
- 580. Botany.
- 590. Zoölogy.

In turn the third division divides each of these hundred divisions into ten subjects, making one thousand divisions. The following shows the divisions of one subject, 510, Mathematics:

- 510. Mathematics.
- 511. Arithmetic.
- 512. Algebra.

- 513. Geometry. Conic sections.
- 514. Trigonometry.
- 515. Descriptive geometry.
- 516. Analytic geometry. Quaternions.
- 517. Calculus.
- 518.
- 519. Probabilities.

Thus, carrying out the decimals, many of these subjects have been very minutely classified.

The following shows how this is done:

- 900. History.
- 970. History of North America.
- 973. History of the United States.

973.1. History of the United States. Period of discovery.

973.11. Pre-Columbian Claims.

The Abridged Decimal Classification with its full Relative Index will doubtless be found quite sufficient for the average school library.

The prices of the above-mentioned classifications are as follows: Decimal Classification and Relative Index, \$5.00; Abridged Decimal Classification and Relative Index, \$1.50; Cutter's Expansive Classification, complete, \$5.00.

Home Economics

Alice P. Norton

During the last quarter some experiments have been tried whose results should be recorded. Since one of the weak points in the teaching of cooking is the isolation of the subject, the attempt has been made to correlate the work as closely as possible with other studies. To have its full value, this work should add to the clearness of the images gained by the child in some of his studies, and should furnish subject-matter for others.

In the Fifth Grade the subject of the nature study planned for the winter was food. It was decided to make this a study of food plants rather than of the chemical constituents of the foods, and the cereals were chosen for the work. Stalks of the different grains, corn, wheat, oats, barley, and rye, were obtained and given to the children for examination. Pictures illustrated the appearance of various grains growing in the fields, while the painting of corn and of wheat gave an opportunity for the expression of the differences in mode of growth. The structure of the wheat grain was then studied, first under a hand lens, and then with the microscope.

Starch had already been discovered in the cereals, because of its thickening power, and by means of the iodine test, and the starch grains were now seen. The visit to the flour-mill which the class made showed more clearly the different coatings of the grain and their uses.

The possibility of preparing sugar from starch was illustrated by allowing each child to chew a piece of cracker for a few moments. Though the change had not been suggested, the children all discovered that the cracker grew sweet. This introduced the study of sugar, its chief commercial sources in the sugar-cane and the beet root, its mode of preparation for market, and a comparison of different kinds and grades of sugar.

During this time, at a period directly following the nature study, the children had cooked the products of the food plants studied (as outlined in the February COURSE OF STUDY). Eight lessons were given on these topics, three of them on corn, including the popping of corn, the cooking of corn-meal and hominy, and the making of a cornstarch mold; two chiefly